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ABSTRACT

The fifth document in an eight-part series on a task-based management system for special education programs provides detailed procedures for use of the Behavioral Characteristics Progression (BCP), a listing of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils. Specified are techniques of observation and ways of recording, charting, and determining behavioral objectives. Included are a procedures checklist, a learner objectives worksheet, and a procedure evaluation form. (For related information, see also EC 050 205 through EC 050 208 and EC 050 210 through EC 050 212.) (GW)

A GUIDE FOR THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS

MENTALLY AND BEHAVIORALLY EXCEPTIONAL CHILDREN

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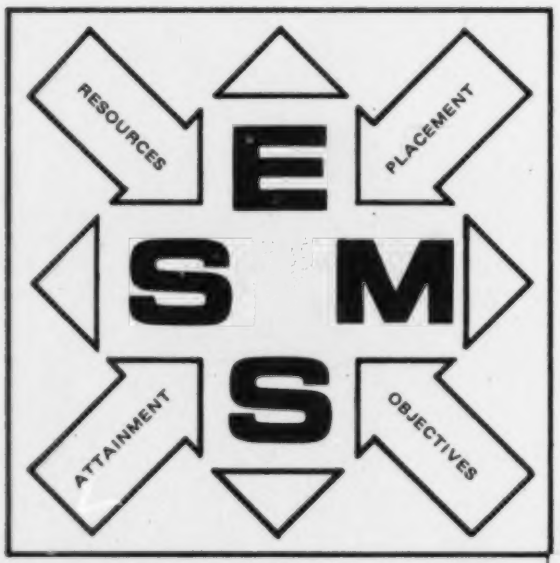

SPECIAL EDUCATION MANAGEMENT SYSTEM

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5.0 PROCEDURES FOR USE OF THE BCP

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EC 050 209 E

COMPONENT 5.0

PROCEDURES FOR USE OF THE BEHAVIORAL CHARACTERISTICS PROGRESSION

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This component offers procedures for use of the Behavioral Characteristics Progression (BCP) charts and booklet. Suggested teacher steps are grouped into the following major sections:

PRELIMINARY PREPARATION. . . . . page 5-2
OBSERVATION AND RECORDING. . . . . page 5-6
CHARTING . . . . . page 5-10
OBJECTIVES DETERMINATION . . . . . page 5-13
CONTINUED CHARTING . . . . . page 5-18
BCP PROCEDURES CHECKLIST . . . . . page 5-22
BCP LEARNER OBJECTIVES WORKSHEET . . . . . page 5-24
BCP PROCEDURE EVALUATION FORM . . . . . page 5-25

In order that the BCP serves the purpose for which it was designed, all steps listed in these procedures should be carefully considered.

The time allotments which appear at the beginning (**) of each major section are estimates compiled from field test data. Total time required for preparation, observation, charting, and objectives determination is estimated to be from 90-120 hours. However, time expended will vary from class to class, depending upon training given to teacher, cooperation offered by the administration, and availability of aide, support staff, and volunteer assistance. Those contemplating using the BCP should be willing to allocate approximately 1 to 1-½ days to totally assess each pupil in the program. The project staff suggests that the first 3-4 weeks of the school year be available for this purpose. It should be noted that the greater the number of pupils in each class, the less time per pupil will be required to use the BCP process. Hopefully, more exact figures regarding optimum class size for this process will be available from future field data.

PRELIMINARY PREPARATION ** 12-18 hours. Class of 10 pupils. 25 strands/pupil. **

1.0 Print the pupil's name in the space provided at the top of both of his BCP charts. Each pupil should have his own BCP #1-22 and BCP # 23-45.

2.0 Study both charts to become familiar with the content of each.

3.0 Determine which chart most closely approximates the pupil's behavioral characteristics level. Consider this to be the pupil's primary chart. As stated earlier, BCP #1-22 contains self-help, perceptual, motor, and language strands. BCP #23-45 contains social, academic, recreation, and vocational strands. A pupil enrolled in a development center for handicapped minors, for example, would be assessed most profitably on BCP #1-22. A pupil enrolled in a seventh grade educationally handicapped class would be assessed most profitably on BCP #23-45.

4.0 Determine if there are selected strands on the pupil's non-primary chart in which he should also be assessed.

5.0 Color in those circles which precede Identifying Behaviors descriptive of the pupil. Do so on all strands of his primary chart and on those selected strands on his non-primary chart. Use of a yellow felt-tipped marking pen is suggested.

6.0 Complete steps 1.0 - 5.0 for each pupil being assessed.

7.0 Assign each pupil being assessed in the class to a column in the BCP booklet. To do so, enter each pupil's name or initials above one of the numbers (1-6) on each booklet page. Since not all pupils will be assessed in all forty-five strands, only enter the name/initials on pages corresponding to strands in which the pupil will be assessed. If more than six pupils will be observed on a given behavioral strand, additional BCP Booklet pages will be required. See example below:

4
DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking fro

liquid contents when lifting cup ● Sucks straw without obta

Spills liquids while pouring into a cup/glass ● Gulps liqui

from water fountain unsuccessfully

Date of observation _____

		A R
		1
1.0	Sucks liquid from straw held by adult	
2.0	Takes liquids from cup/glass when cup held by adult	
3.0	Swallows liquids from cup/glass	

8.0 Decide who will be available to aid in pupil observations. It i
occupational therapists, school nurses, and school psychologists
they would be willing to assist in their respective areas of exp
been found to be especially helpful in assessing the Pre-articul
in offering guidance concerning observation of the Language Comp
Auditory Discrimination, and Listening strands. School psycholo

4
DRINKING

BEHAVIORS:

le drinking ● Spills liquids while drinking from cup/glass ● Spills
nts when lifting cup ● Sucks straw without obtaining any liquid ●
ds while pouring into a cup/glass ● Gulps liquids ● Tries to drink
ountain unsuccessfully

f observation _____

	A R	T T	S M	F L	B T	C W
	1	2	3	4	5	6
iquid from straw held by adult						
iquids from cup/glass when cup held by						
ws liquids from cup/glass						

e available to aid in pupil observations. It is suggested that speech therapists, apists, school nurses, and school psychologists be consulted to determine whether ling to assist in their respective areas of expertise. Speech therapists have especially helpful in assessing the Pre-articulation and Articulation strands and nce concerning observation of the Language Comprehension, Language Development, nation, and Listening strands. School psychologists can offer assistance in

areas which they have previously tested (e.g., Visual-Motor as tested by the Frostig or Bender-Gestalt, Interpersonal Relations as tested by the Vineland Social Maturity Scale).

It is suggested that the classroom teacher and/or aide do the majority of the observations since they spend most of their time with the pupils. Volunteers have not proven to be the most effective observers. Also, it should be noted that the teacher/aide may participate in demonstrations of behavioral characteristics. That is, the teacher may throw a ball to the pupil as well as record whether or not it was caught--he or she acts as a participant-observer.

9.0 Establish an observation schedule for all teachers, aides, therapists, nurses, psychologists, and other observers whose input will be used to assess pupil behavior. The schedule should include observation during recess, naps, toileting, bus loading, and meal times as well as during instructional periods. The following decisions should be made:

9.1 On what days will observation take place (e.g., 9/25/72 to 10/6/72).

9.2 Who will observe (e.g., the teacher).

9.3 What strand(s) will be observed (e.g., Feeding/Eating, Drinking, Social Eating, Social Speech, Visual-Motor, Interpersonal Relations, Kitchen Skills).

9.4 Which pupil(s) will be observed (e.g., class of ten pupils including ...).

9.5 During what time period will observation take place (e.g., lunch time: 11:30-12:45).

It is suggested that a schedule such as the above sample be devised for each day of observations and posted in the classroom. The more advance preparation done by the teacher/aide, the less time will be required for pupil observation.

10.0 Determine what materials/activities/situations will be needed for each day's observations. Time spent in observation may be lessened considerably if the observer watches for many behavioral characteristics at one time, using the same equipment. For example, at the same time the teacher can observe all the following characteristics using blocks and an open box:

- Grasps rattle, finger, etc., with one hand (Visual Motor I, #17)
- Reaches toward object (Visual Motor I, #18)
- Squeezes items placed in hand (Visual Motor I, #21)
- Releases or drops objects from grasp (Visual Motor I, #23)
- Transfers objects from hand to hand (Visual Motor I, #24)
- Puts object in container with one hand (Visual Motor I, #32)
- Builds tower of 2 blocks (Visual Motor I, #37)
- Builds tower of 3-4 blocks (Visual Motor I, #39)
- Builds tower of 5-6 blocks (Visual Motor I, #40)
- Builds tower of 9 blocks or more (Visual Motor II, #10)
- Builds 5-block bridge (Visual Motor II, #11)

Observing behavioral characteristics out of the developmental sequence offered in the booklet is recommended. The observation booklet is organized in the same sequence as the chart only for ease in transfer of information from booklet to chart (Step 17.0), not to indicate order of observation.

In an attempt to allow teachers flexibility in utilizing whatever equipment they have available to them, no standard materials are offered with the BCP.

11.0 Set up observation materials/situations/activities. The BCP is meant to be an observation tool, not a testing instrument. Most of the behavioral characteristics on the BCP are usually demonstrated by pupils in a school program over a period of time. However, since assessment should be completed within a given time frame, many behaviors must be actively elicited (tested for). Pupils will be asked to demonstrate behaviors perhaps not previously a part of the daily school program. Teachers should be aware of this and attempt to make all directions understandable to the pupil.

OBSERVATION AND RECORDING ** 60-80 hours. Class of 10 pupils. 25 strands/pupil.**

12.0 Observe pupil behavior according to the observation schedule established in Step 9.0. Offer the pupil several opportunities to display a given behavioral characteristic. In order for a characteristic to be considered part of the pupil's behavioral repertoire, it is suggested that he display it at least 75% of the time he is given the opportunity to do so. This means that of every four times he is presented with the opportunity to display a behavior, he does so at least three times. For example, a pupil is given a set of blocks and asked to build a tower (rocket, tall building, etc.). In order for him to be given credit for demonstrating #40 on the Visual Motor I strand, "Builds a 5-6 block tower," he would have to build a 5-block vertical structure three times. The observer might find it helpful to keep a tally in the BCP booklet of numbers of opportunities offered and numbers of times behavior was displayed.

The observer should understand that this required 75% incidence level ensures that the behavior observed does not occur by chance, but is genuinely part of the pupil's standard behavior. The observer should feel confident that the pupil will display the behavior 75% of the time in varied situations or environments, with different observers, and at different times of the day or week. If the observer doubts the dependability of a pupil's behavior, the pupil should be given more opportunities to display the behavior over a longer period of time. However, if the pupil's performance remains inconsistent, it is most beneficial to the pupil and the teacher to judge the pupil conservatively. In this case, the pupil is not given credit for the behavioral characteristic.

Time spent in observation can be reduced considerably if the observer automatically gives the pupil credit for displaying simpler characteristics if he already has demonstrated more complex ones in using the same skills. For example, if the pupil "Builds tower of 5 blocks" (Visual Motor I, #40), he should also be given credit for "Builds tower of 2 blocks" (Visual Motor I, #37)

and "Builds tower of 3-4 blocks" (Visual Motor I, #39).

13.0 Observe pupil's Identifying Behavior(s) in those strands (Health, Impulse Control--Strands 1 and 24) which require baseline data. It is suggested that average frequency* and duration* of the behavior be determined so that future change or improvement can be demonstrated. Also, a frequenc chart may be kept to compare "before and after" data.

*Frequency = the number of times a behavior is repeated in a given time period (e.g., an average of how many times the pupil grinds his teeth in a day).

*Duration = the length of time a behavior continues (e.g., an average of how long each episode of teeth grinding lasts).

14.0 Record behavioral characteristics for each of the strands being assessed by marking the observatio results for each pupil in the appropriate column of the BCP booklet. It is most accurate to record characteristics as they are observed rather than waiting until a free time or after school. This means that the BCP booklet should be in the observer's possession and marked as the behavior is observed throughout the day. Since older pupils might be distracted by the observation booklet and might behave erratically, it is suggested that they be informed of the assessment. Following are some of the notations which might be used in recording observations, using an example from the Personal Welfare strand, #4.0, "Boards, deboards school bus unassisted."

[ ] Behavior not displayed. No opportunity offered to pupil. Leave blank (e.g., all pupils are assisted aboard school bus as part of aide's routine).

[–] Behavior not displayed. Pupil offered opportunities to display it (e.g., pupil allowed to get off bus by self but does so only with assistance).

½	Behavior displayed a portion of the time but less than the 75% required incidence level (e.g., pupil gets off bus by self only part of the time).
✓	Behavior displayed at the required 75% incidence level without any physical or verbal assistance (e.g., pupil gets on and off bus by self at least 75% of the time).
H	Physical handicap prevents demonstration of this behavior (e.g., pupil with cerebral palsy does not get on and off bus by self).
E	The equipment/materials required to observe the behavior are unavailable (e.g., pupil in a residential facility which does not have access to a bus).
/	Behavior not applicable to specific pupil's development--most common of behaviors which are approximations toward positive, appropriate behaviors. Pupil who "asks to use others' property and returns it voluntarily" (#7.0 on Honesty strand) does not display the behavioral characteristic, "asks to use others' property but doesn't return it" (#5.0 on Honesty strand). A slash (—) would be placed in #5.0.

15.0 Designate in the space provided on each booklet page the date the class was observed on each behavioral strand. If pupils were observed on different dates encompassing more than one month's time, date each pupil's column (#1-6) individually.

On the following page is a sample BCP booklet page. It has been filled out for a group of six pupils. Note the differences in behavioral characteristics.

16.0 Verify the pupil's behavioral characteristics with those identified by other observers. If there are significant discrepancies, either re-observe the pupil for behaviors in question or consider the simplest developmental characteristic recorded for the pupil to be his behavioral characteristic. Combine all verified behavioral characteristic descriptions into one BCP booklet.

4
DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ● Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink from water fountain unsuccessfully

Date of observation 9-14-71

		A R 1	T T 2	S M 3	F L 4	B T 5	C W 6
1.0	Sucks liquid from straw held by adult	✓	✓	H	✓	½	✓
2.0	Takes liquids from cup/glass when cup held by adult	✓	✓	✓	✓	½	✓
3.0	Swallows liquids from cup/glass	✓	✓	✓	✓	—	✓
4.0	Retains liquids in mouth without dripping or drooling while drinking	✓	✓	½	✓	—	—
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult	✓	✓	—	✓	—	✓
6.0	Helps tip cup to drink when cup held by adult	½	✓	—	✓		✓
7.0	Holds cup in two hands.	—	✓		✓		✓
8.0	Holds cup to drink when placed in two hands by adult.	—	✓		✓		✓
9.0	Lifts cup off table to drink using two hands - some spilling		\		\		—
10.0	Lifts cup off table to drink using two hands without spilling		✓		✓		
11.0	Drinks from cup held to mouth with two hands without spilling		✓		✓		

12

1.0	Sucks liquid from straw held by adult	✓	✓	H	✓	½	✓
2.0	Takes liquids from cup/glass when cup held by adult	✓	✓	✓	✓	½	✓
3.0	Swallows liquids from cup/glass	✓	✓	✓	✓	—	✓
4.0	Retains liquids in mouth without dripping or drooling while drinking	✓	✓	½	✓	—	—
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult	✓	✓	—	✓	—	✓
6.0	Helps tip cup to drink when cup held by adult	½	✓	—	✓		✓
7.0	Holds cup in two hands.	—	✓		✓		✓
8.0	Holds cup to drink when placed in two hands by adult.	—	✓		✓		✓
9.0	Lifts cup off table to drink using two hands - some spilling		\		\		—
10.0	Lifts cup off table to drink using two hands without spilling		✓		✓		
11.0	Drinks from cup held to mouth with two hands without spilling		✓		✓		
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling		✓		✓		
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling		✓		✓		
14.0	Holds cup to drink when placed in one hand by adult.		½		✓		
15.0	Lifts cup off table to drink using one hand some spilling		—		✓		

13/

CHARTING ** 5-10 hours. Class of 10 pupils. 25 strands/pupil. **

17.0 Transfer all information from the BCP booklet to the BCP chart. It is suggested that minimal time elapse between completion of observation and transfer of this information onto the chart. A wide yellow felt-tipped marking pen (so chart can still be read) can be used to color in the identified increments. Behavioral characteristics should be colored according to the following guidelines as illustrated in Step 14.0:

17.1 If the pupil does not display the behavioral characteristic, the increment should be left blank to denote it has been skipped.

17.2 If a behavior is displayed with some type of aid or below the required incidence level, a portion should be filled in (i.e., 1/2 of the increment).

17.3 If a pupil displays a behavior unassisted and at the predetermined incidence level, the increment should be colored in completely.

17.4 If the pupil's physical handicap prohibits demonstration of the characteristic, an "H" should be recorded in the increment.

17.5 If the equipment needed to assess the pupil on the characteristic is unavailable, an "E" should be recorded in the increment.

17.6 If the behavioral characteristic is not applicable to the pupil's development, a yellowish slash should be recorded in the increment. This indicates to the teacher that there is not a skip in the progression as demonstrated by a blank increment, but that the pupil does not actually display the behavior, either.

17.7 The date of observation should be recorded vertically in the last colored characteristic of each strand. If characteristics are skipped, record the date in the last characteristic

before each group of skipped characteristics.

On the following page are sample strands from the field test draft of the BCP completed for a severely retarded pupil.

18.0 Follow one of the suggestions offered to ease charting if there is difficulty in this information transfer.

18.1 Use the shaded area to ensure staying on one strand as reading across from increment 1.0 to 50.0 is attempted.

18.2 Involve two people in the information transfer: one to read the number and/or behavioral characteristics to be colored in and the second to do the coloring.

18.3 Transfer the information from booklet to chart as observation of each strand is completed. This means only one or two strands are charted at a time.

18.4 Compile index cards which summarize booklet information. Such a system can be very helpful for programs on modular scheduling in which the pupil is assessed by many different teachers on different strands. Using a card system such as this would allow a non-observer (e.g., school secretary) to transfer booklet information to the chart. See sample of card below:

Pupil Name				Strand
Date of observation				
1. ✓	11. -	21.	31.	41.
2. ✓	12. -	22.	32.	42.
3. ✓	13. -	23.	33.	43.
4. ✓	14. -	24.	34.	44.
5. ✓	15.	25.	35.	45.
6. ✓	16.	26.	36.	46.
7. ✓	17.	27.	37.	47.
8. ½	18.	28.	38.	48.
9. ½	19.	29.	39.	49.
10. ½	20.	30.	40.	50.

	1.0	2.0	3.0	4.0	5.0	6.0
1 VISUAL PERCEPTION	Turns eyes to light.	Follows moving object with eyes. Eyes fix on object momentarily.	Horizontally tracks within 90° arc (no crossing midline.	Horizontally tracks past midline (greater than 90° arc).	Diagonally tracks past midline (greater than 90° arc).	Horizontally tracks within 18 arc - eyes and head.
2 VISUAL MOTOR (SECONDARY)	Uses fingers past midline with fine (exact) pincer movement.	Builds tower of two blocks.	Turns pages 2-3 at a time.	Holds crayon and scribbles.	Turns pages one at a time.	Builds tower of 3-4 blocks.
3 AUDITORY PERCEPTION	Startle-response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Momentarily stops activity when sound is made.	Reaches or turns toward noise made behind head.	Responds to sim speaker by look directly at him
4 LANGUAGE COMPREHENSION (RECEPTIVE LANGUAGE)	Responds to spoken sounds.	Stops activity upon simple command.	Imitates phys. gesture when word or phrase paired with gesture is spoken.	Gestures approp. to simple verbal requests without physical model.	Responds to name, i.e., stops activity, looks up, or goes to speaker.	Points to famili object when name of the object is spoken.
5 LANGUAGE DEVELOPMENT (EXPRESSIVE LANGUAGE)	Makes sounds to get attention and/or to converse.	Imitates sounds or words without association.	Uses simple gestures and sound to indicate needs.	Says name of object or person (possibly indistinct), first word.	Repeats symbol with visual clues (says ball when shown ball).	Repeats symbol without visual clues.
6 LISTENING	Looks in direction of speaker.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker through duration of speech.	Maintains eye co tact when spoken to or speaking.
7 SOCIAL SPEECH	Maintains appropriate social distance	Responds to & makes verbal greetings & farewells.	Remains quiet when others are talking.	Asks for what is desired.	Says "thank you", "you're welcome" or "please" when reminded.	Says "thank you" "you're welcome" or "please" afte some hesitation.
8 GROSS MOTOR DEVELOPMENT (SECONDARY)	Catches large ball thrown from 4-6 feet with hands and body.	Throws large ball from chest posit with two hands.	Jumps 2-3 foot distance, feet together.	Stands on one foot for 5 seconds, no support.	Performs complete forward roll/ backward roll.	Maintains momentu on swing.
9 ATTENTION SPAN	Attends to task less than 5 sec. when supervised.	Attends to task without supervision for less than 5 sec.	Attends to task for less than 10 sec. when supervised.	Attends to task without supervision for less than 10 seconds.	Attends to task for less than 15 sec. when supervised.	Attends to task without supervis ion for less tha 15 seconds.
10 TASK COMPLETION	Starts task/assignment only with reminding from teacher.	Starts task/ assignment before end of class period.	Starts task/ assignment with no prompting.	Completes 25% or less of task/ assignment.	Completes 25-50% of task/assignment	Completes 50-75% of task/assignme
11 READING	Points to object when its name is spoken.	Points to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.	Matches objects by shape.	Discriminates be tween grossly di ferent written words.
12 SPELLING	Identifies first letters (approx. 1/3) of alphabet.	Identifies last letters (approx. 1/3)of alphabet.	Identifies middle letters (approx. 1/3)of alphabet.	Identifies alphabet in sequence.	Pairs consonant sounds to correct letter.	Pairs vowel sounds to correct vowel.
13 WRITTING	Makes marks with pencil/crayon (pencil can be held in fist).	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Performs push-pull motions, imitating adult.	Holds pencil in fingers.	Traces lines.
14 MATH	Sorts according to color, shape, size.	Copies block designs/bead patterns,maintaining sequence/order.	Demonstrates concept of oneness (draws 1 circle, claps 1 time).	Demonstrates concept of twoness (e.g., draws 2 circles).	Differentiates/locates more, less, big, little, long, short, top,bottom.	Refers to distanc in gross manner (near, far).
15 ORGANIZATION AND JUDGMENT	Sorts blocks by color.	Sorts blocks by color and length.	Sorts blocks by size.	Sorts blocks by color and size.	Sorts blocks by shape (squares, circles, tri-angles).	Places obj. in up down,above,below under,in,out,next before position.

2.0	3.0	4.0	5 0	6.0	7.0	8.0
Follows moving object with eyes. Eyes fix on object momentarily.	Horizontally tracks within 90° arc (no crossing midline.	Horizontally tracks past midline (greater than 90° arc).	Diagonally tracks past midline (greater than 90° arc).	Horizontally tracks within 180° arc - eyes and head.	Moves eyes independently of head in 180-degree arc.	Follows vanishing stimulus with eyes.
Builds tower of two blocks.	Turns pages 2-3 at a time.	Holds crayon and scribbles.	Turns pages one at a time.	Builds tower of 3-4 blocks.	Places round object in round hole.	Imitates vertical line with crayon (after shown how to do it).
Turns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Momentarily stops activity when sound is made.	Reaches or turns toward noise made behind head.	Responds to single speaker by looking directly at him	Reacts positively or negatively to soft or harsh-toned sounds	Stops activity when simple command of one or two words.
Stops activity upon simple command.	Imitates phys. gesture when word or phrase paired with gesture is spoken.	Gestures approp. to simple verbal requests without physical model.	Responds to name, i.e., stops activity, looks up, or goes to speaker.	Points to familiar object when name of the object is spoken.	Points to familiar object in picture when its name is spoken.	Follows verbal direction when accompanied by gestures.
Imitates sounds or words without association.	Uses simple gestures and sound to indicate needs.	Says name of object or person (possibly indistinct), first word.	Repeats symbol with visual cues (says ball when shown ball).	Repeats symbol without visual cues.	Identifies objects or persons by names.	Responds verbally to questions.
Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker through duration of speech.	Maintains eye contact when spoken to or speaking.	Replies to conversational questions inappropriately.	Replies to conversational questions appropriately.
Responds to & makes verbal greetings & farewells.	Remains quiet when others are talking.	Asks for what is desired.	Says "thank you", "you're welcome" or "please" when reminded.	Says "thank you", "you're welcome" or "please" after some hesitation.	Says "thank you"for compliments/service Says "please" with requests.	Makes excuses for interruption.
Throws large ball from chest position with two hands.	Jumps 2-3 foot distance, feet together.	Stands on one foot for 3 seconds, no support.	Performs complete forward roll/ backward roll.	Maintains momentum on swing.	Rides tricycle.	Gallops forward and backward, right and left foot lead.
Attends to task without supervision for less than 5 sec.	Attends to task for less than 10 sec. when supervised.	Attends to task without supervision for less than 10 seconds.	Attends to task for less than 15 sec. when supervised.	Attends to task without supervision for less than 15 seconds.	Attends to task for less than 30 seconds when unsupervised.	Attends to task without supervision for less than 30 seconds.
Starts task/ assignment before end of class period.	Starts task/ assignment with no prompting.	Completes 25% or less of task/ assignment.	Completes 25-50% of task/assignment	Completes 50-75% of task/assignment	Completes 75-100% of task/assignment	Continues to work/ seeks help w/task when faced w/prob./ potential failures.
Points to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.	Matches objects by shape.	Discriminates between grossly different written words.	Discriminates between similar written words (e.g. cat and hat).	Identifies consonants.
Identifies last letters (approx. 1/3)of alphabet.	Identifies middle letters (approx. 1/3)of alphabet.	Identifies alphabet in sequence.	Pairs consonant sounds to correct letter.	Pairs vowel sounds to correct vowel.	Pairs consonant blend sounds to correct consonant letters.	Pairs digraph sounds to correct letters.
Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Matches push-pull, imitating adult.	Holds pencil in fingers.	Traces lines.	Copies model of horizontal/vertical line.	Copies left to right oblique line (\).
Copies block designs/bead patterns,maintaining sequence/order.	Demonstrates concept of oneness (draws 1 circle, claps 1 time).	Demonstrates concept of twoness (e.g., draws 2 circles).	Differentiates/locates more, less, big, little, long, short, top,bottom.	Refers to distance in gross manner (near, far).	Refers to occurences/activities by gross time distinctions (before, etc.)	Counts orally to three.
Sorts blocks by color and length.	Sorts blocks by size.	Sorts blocks by color and size.	Sorts blocks by shape, squares, circles, triangles.	Places obj. in up, down,above,below, under,in,out,next, before position.	Uses generic term for obj. regardless of variety or form. (e.g., poodle dog)	Sorts objects according to class/ category (e.g., toys, tools, etc.)

19.0 Correct any charting errors by cutting out increment(s) from extra chart and pasting over mis-colored increment.

OBJECTIVES DETERMINATION ** 12-15 hours. Class of 10 pupils. 25 strands/pupil.**

20.0 Conduct meeting to discuss pupil's BCP chart with teacher, aide, speech therapist, occupational therapist, nurse, psychologist, head teacher, principal, and any others who instruct the pupil (e.g., the ward personnel or caretakers in a residential facility or state hospital). Study the pupil's chart, noting how far he has progressed along each strand, which behavioral characteristics have been skipped, his Identifying Behaviors, his strong and weak areas.

21.0 Determine which behavioral strand(s) indicate greatest pupil need(s).

22.0 Determine learner objectives for the pupil based upon his needs as illustrated on the BCP chart. Look at increments to the right of the pupil's behavioral level or to skipped increments for possible relevant objectives. Consider the following variables in objectives determination:

22.1 Age - The pupil's age can influence the selection of objectives. For example, a pupil who is eighteen years of age will probably need more emphasis on social and vocational skills. A younger pupil might need more emphasis on less developmentally complex behaviors such as Visual Motor I or Auditory Perception.

22.2 Physical disabilities - This factor will influence the applicability of certain behavioral strands to the development of learner objectives. For example, a totally blind pupil would most likely not have any objectives on the Visual Motor I strand.

22.3 Learning rate - A pupil's learning rate influences the amount of development in a given time. If he has been observed to learn quickly, a short-term objective encompassing many

behavioral characteristics might be suitable for him (e.g., from #12.0 to #16.0 in 2 weeks). If he learns slowly, a long-term objective advancing him only one or two increments on a behavioral strand might be most appropriate (e.g., from #12.0 to #13.0 in 6 months).

22.4 Availability of resources - The resources (including materials, staff, time) needed to meet an objective, compared to those resources available, also help to determine what a pupil's objectives will be. For example, if teaching a pupil a certain skill requires individual instruction ten minutes per day for six months, but the staff to provide such attention is not available, then this might not be a realistic objective. Time and materials affect objectives in a like manner.

22.5 Grouping - The grouping of pupils with like or similar behavioral characteristics might permit determination of objectives which are the same for several pupils, thereby permitting more efficient use of resources and time. Grouping pupils for instruction could possibly mean achieving objectives further along the progression than would occur if each pupil were taught individually. A plastic overlay summarizing behavioral characteristics of all pupils could be helpful to determine which pupils could be grouped for instruction.

22.6 Sex - A pupil's sex might influence the selection of his behavioral objectives. There are some behaviors society deems applicable to one sex or the other.

22.7 Previous experience - Experience with other pupils, especially ones with behavioral characteristics similar to that of the pupil in question, can help the teacher determine realistic objectives for him. For example, knowing how long it took previous pupils to learn to pedal and steer a tricycle might give some indication of what to expect from present pupils.

22.8 Pupil participation - The older or more mature a pupil is, the more his opinions on how far he can progress can be of assistance in objective determination. The teacher must

consider, however, whether helping to determine his own learner objectives would benefit or frustrate the pupil who displays simple behavioral characteristics (e.g., #15.0 on a strand of 50.0).

22.9 Number of objectives - The teacher should decide how many objectives are determined for each pupil and how many behavioral increments are advanced per objective. It is suggested that each pupil be evaluated individually and that no general policies dictating numbers of objectives per pupil be made. Uniformity in numbers of objectives attained or in numbers of increments advanced defeats the purpose of individualizing education to meet the specific needs of each pupil.

23.0 Estimate a date of attainment for each of the pupil's learner objectives. It is suggested that, at first, dates be gross estimates (e.g., six months) and become more specific as the teacher's knowledge of how long it takes to achieve a given objective becomes more precise. Date of objective attainment, coupled with the incidence level discussed in Step 12.0, satisfies the requirements of a complete objective:

- Specifiable conditions (e.g., 75% of time with no physical or verbal assistance).
- A given time (e.g., date of attainment).

24.0 Display learner objectives on the BCP chart using a different colored felt pen than that used for characteristics. It is suggested that instead of coloring in the increments as before, a vertical line be drawn at the end of the increments which are the pupil's objectives. When objectives are attained, the increments can be colored in. Enter estimated date of attainment on vertical line. The following is a sample of a few behavioral strands appropriately marked on the field test draft of the BCP.

	1.0	2.0	3.0	4.0	5.0	6.0
1 VISUAL PERCEPTION	[illegible]	[illegible] eyes. Eyes fix on object momentarily.	Horizontally tracks within 90° arc (no crossing midline).	Horizontally tracks past midline (greater than 90° arc).	Diagonally tracks past midline (greater than 90° arc).	Horizontally tracks within [illegible] arc - eyes and head.
2 VISUAL MOTOR (SECONDARY)	Uses fingers (not mitten) with fine (exact) pincer movement.	Builds tower of two blocks.	Turns pages 2-3 at a time.	Holds crayon and scribbles.	Turns pages one at a time.	Builds tower of 7-8 blocks.
3 AUDITORY PERCEPTION	Startle-response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Momentarily stops activity when sound is made.	Reaches or turns toward noise made behind head.	Responds to [illegible] speaker by looking directly at him.
4 LANGUAGE COMPREHENSION (RECEPTIVE LANGUAGE)	Responds to spoken sounds.	Stops activity upon simple command.	Imitates phys. gesture when word or phrase paired with gesture is spoken.	Gestures approp. to simple verbal requests without physical model.	Responds to name, i.e., stops activity, looks up, or goes to speaker.	Points to familiar object when named or the object is spoken.
5 LANGUAGE DEVELOPMENT (EXPRESSIVE LANGUAGE)	Makes sounds to get attention and/or to converse.	Imitates sounds or words without association.	Uses simple gestures and sound to indicate needs.	Says name of object or person (possibly indistinct), first word.	Repeats symbol with visual clues (says ball when shown ball).	Repeats symbol without visual clues.
6 LISTENING	Looks in direction of speaker.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker throughout duration of speech.	Maintains eye contact when spoken to or speaking.
7 SOCIAL SPEECH	Maintains appropriate social distance.	Responds to & mimics verbal greetings & farewells.	Remains quiet when others are talking.	Asks for what is desired.	Says "thank you", "you're welcome" or "please" when reminded.	Says "thank you", "you're welcome" or "please" after some hesitation.
8 GROSS MOTOR DEVELOPMENT (SECONDARY)	Catches large ball thrown from 4-6 feet with hands and body.	Throws large ball from chest position with two hands.	Jumps 2-3 foot distance, feet together.	Stands on one foot for 5 seconds, supports.	Performs complete forward roll/ backward roll.	Maintains balance on swing.
9 ATTENTION SPAN	Attends to task less than 5 sec. when supervised.	Attends to task without supervision for less than 5 sec.	Attends to task for less than 10 sec. when supervised.	Attends to task without supervision for less than 10 seconds.	Attends to task for less than 15 sec. when supervised.	Attends to task without supervision for less than 15 seconds.
10 TASK COMPLETION	Starts task/assignment only with reminding from teacher.	Starts task/ assignment before end of class period.	Starts task/ assignment with no prompting.	Completes 25% or less of task/ assignment.	Completes 25-50% of task/assignment	Completes 50-75% of task/assignment
11 READING	Points to object when its name is spoken.	Points to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.	Matches objects by shape.	Discriminates between grossly different written words.
12 SPELLING	Identifies first letters (approx. 1/3) of alphabet.	Identifies last letters (approx. 1/3)of alphabet.	Identifies middle letters (approx. 1/3)of alphabet.	Identifies alphabet in sequence.	Pairs consonant sounds to correct letter.	Pairs vowel sounds to correct vowel.
13 WRITING	Makes marks with pencil/crayon (pencil can be held in fist).	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Performs push-pull strokes, imitating adult.	Holds pencil in fingers.	Traces lines.
14 MATH	Sorts according to color, shape, size.	Copies block designs/bead patterns,maintaining sequence/order.	Demonstrates concept of oneness (draws 1 circle, claps 1 time).	Demonstrates concept of twoness (e.g., draws 2 circles).	Differentiates/locates more, less, big, little, long, short, top,bottom.	Refers to distance in gross manner (near, far).
15 ORGANIZATION AND JUDGMENT	Sorts blocks by color	Sorts blocks by color and length.	Sorts blocks by size.	Sorts blocks by color and size.	Sorts blocks by shape: squares, circles, triangles.	Places obj. in (down,above,below, under,in,out,next before position.

2.0	3.0	4.0	5.0	6.0	7.0	8.0
...ving eyes with eyes. Eyes fix on object momentarily.	Horizontally tracks within 90° arc (no crossing midline).	Horizontally tracks past midline (greater than 90° arc).	Diagonally tracks past midline (greater than 90° arc).	Horizontally tracks within 180° arc - eyes and head.	Moves eyes independently of head in 180-degree arc.	Follows vanishing stimulus with eyes.
...ilds tower of two blocks.	Turns pages 2-3 at a time.	Holds crayon and scribbles.	Turns pages one at a time.	Builds tower of 3-4 blocks.	Places round object in round hole.	Imitates vertical line with crayon (after shown how to do it).
...rns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Momentarily stops activity when sound is made.	Reaches or turns toward noise made behind head.	Responds to sight of speaker by looking directly at him/her.	Reacts positively or negatively to soft or harsh-toned sounds.	Stops activity upon simple command of one or two words.
...ops activity upon simple command.	Imitates phys. gesture when word or phrase paired with gesture is spoken.	Gestures approp. to simple verbal requests without physical model.	Responds to name, i.e., stops activity, looks up, or goes to speaker.	Points to familiar object when named or the object is shown.	Points to familiar object in picture when its name is spoken.	Follows verbal direction when accompanied by gesture.
...itates sounds or words without association.	Uses simple gestures and sound to indicate needs.	Says name of object or person (possibly indistinct), first word.	Repeats symbol with visual clues (says ball when shown ball).	Repeats symbol without visual clues.	Identifies objects or persons by names.	Responds verbally to questions.
Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker throughout duration of speech.	Maintains eye contact when spoken to or speaking.	Replies to conversational questions inappropriately.	Replies to conversational questions appropriately.
...ponds to & ...verbal greetings/ farewells.	Remains quiet when others are talking.	Asks for what is desired.	Says "thank you", "you're welcome" or "please" when reminded.	Says "thank you", "you're welcome" or "please" after some hesitation.	Says "thank you" for compliments/service. Says "please" with requests.	Makes excuses for interruption.
...ows large ball from chest position with two hands.	Jumps 2-3 foot distance, feet together.	Stands on one foot for 5 seconds, supported.	Performs complete forward roll/ backward roll.	Maintains momentum on swing.	Rides tricycle.	Gallops forward and backward, right and left foot lead.
...ends to task without supervision for less than 5 sec.	Attends to task for less than 10 sec. when supervised.	Attends to task without supervision for less than 10 seconds.	Attends to task for less than 15 sec. when supervised.	Attends to task without supervision for less than 15 seconds.	Attends to task for less than 30 seconds when unsupervised.	Attends to task without supervision for less than 30 seconds.
...rts task/ assignment before end of class period.	Starts task/ assignment with no prompting.	Completes 25% or less of task/ assignment.	Completes 25-50% of task/assignment.	Completes 50-75% of task/assignment.	Completes 75-100% of task/assignment.	Continues to work/ seeks help w/task when faced w/prob./ potential failures.
...nts to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.	Matches objects by shape.	Discriminates between grossly different written words.	Discriminates between similar written words (e.g. cat and hat).	Identifies consonants.
Identifies last letters (approx. 1/3)of alphabet.	Identifies middle letters (approx. 1/3)of alphabet.	Identifies alphabet in sequence.	Pairs consonant sounds to correct letter.	Pairs vowel sounds to correct vowel.	Pairs consonant blend sounds to correct consonant letters.	Pairs digraph sounds to correct letters.
Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Performs push-pull strokes, imitating adult.	Holds pencil in fingers.	Traces lines.	Copies model of horizontal/vertical line.	Copies left to right oblique line (/).
...ies block designs/bead patterns, maintaining sequence/order.	Demonstrates concept of oneness (draws 1 circle, claps 1 time).	Demonstrates concept of twoness (e.g., draws 2 circles).	Differentiates/locates more, less, big, little, long, short, top, bottom.	Refers to distance in gross manner (near, far).	Refers to occurences/activities by gross time distinctions (before, etc.).	Counts orally to three.
...rts blocks by color and length.	Sorts blocks by size.	Sorts blocks by color and size.	Sorts blocks by shape (squares, circles, triangles).	Places obj. in up, down, above, below, under, in, out, next, before position.	Uses generic term for obj. regardless of variety or form. (e.g., poodle dog)	Sorts objects according to class/ category (e.g., toys, tools, etc.)

25.0 Complete the Learner Objective Worksheet which follows these procedures for each pupil assessed including:

25.1 The pupil's name.

25.2 The number and name of the strand.

25.3 The number and description of the objective.

25.4 The estimated date of attainment of the objective.

25.5 Any particular method(s)/materials being used to attain the objective.

26.0 Post this Worksheet in the classroom so that everyone who enters the room and comes in contact with the pupil may readily learn his objectives. It is suggested that copies of this listing be:

26.1 Sent to the pupil's parents (see Step 27.0).

26.2 Filed in the pupil's cum or confidential folder.

26.3 Given to head teacher and/or administrator for program summarization.

26.4 Given to any specialists (e.g., therapists, nurse, psychologist) instructing the pupil.

26.5 Shown and explained to the pupil if appropriate.

26.6 Explained to the bus drivers, custodial, kitchen and secretarial staff who have close contact with the pupil.

In a residential facility or state hospital this list can be expanded to include the ward personnel and/or the pupil's caretakers.

27.0 Confer with the pupil's parents to solicit aid in assessment of strands not taught at school or which might be related to home activities (e.g., Grooming, Kitchen Skills). Inform parents of pupil's learner objectives. Since many exceptional pupils' behavioral problems/deficiencies are heightened by home conditions, communicating to the parent the pupil's objectives can help to increase parental cooperation and agreement in objective attainment. Assist parents in determining objectives for strands in which home training is given.

28.0 Post the pupil's chart on wall or, in case of a space shortage, punch holes in top of chart and hang on flip chart. Whichever method is chosen, charts should be readily accessible and easily read.

CONTINUED CHARTING ** Continuous throughout school year **

29.0 Instruct pupil toward his learner objectives. Select instructional methods most compatible with time, staff, and materials available as well as those which are most likely to attain the desired objectives.

30.0 Observe pupil on a continuous basis to determine his progress in attaining his learner objectives. If continual observation is not possible, re-observe pupil routinely every two months to determine whether objectives have been met. The objectives must be accomplished without any physical or verbal assistance and must meet the required 75% incidence level to be considered attained. During this re-observation stage, the BCP booklet need not be used. If the BCP chart is readily accessible as suggested, it can be consulted to determine which behavioral characteristics a pupil now demonstrates.

31.0 Update the BCP chart when the learner objective is attained by coloring the appropriate increments with the yellow felt-tipped marker. Note date of actual attainment on the objective.

31.1 Color over the yellowed circle preceding any Identifying Behaviors that the pupil no longer displays. A red or blue felt pen can be used to denote that this behavior ceases to be descriptive of this pupil.

31.2 Record any regression to earlier behavioral characteristics on the BCP chart. It is suggested that an arrow be drawn from the previously learned but no longer demonstrated

behavior to the present behavioral characteristic of the pupil. A small of observation should also be recorded near or on the arrow.

31.3 Update the BCP chart when pupil relearns previously regressed behavioral Convert the one-way arrow into a two-way arrow and redate the last relea The following is a sample of some updated BCP strands on the field test

	1.0	2.0	3.0	4.0	5.0	6.0
5 LANGUAGE DEVELOPMENT (EXPRESSIVE LANGUAGE)	Makes sounds to get attention only or to release.	Imitates sounds or words without association.	Uses simple gestures and sounds to indicate needs.	Says name of object [illegible] word.	Names symbol [illegible]	Speaks symbol [illegible]
6 LISTENING	Looks in direction of sound.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks [illegible]	Maintains eye contact when spoken to.
7 SOCIAL SPEECH	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8 GROSS MOTOR DEVELOPMENT (Locomotor)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9 ATTENTION SPAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10 TASK COMPLETION	Starts task/assignment only with reminding from teacher.	Starts task/assignment before end of class period.	Starts task/assignment with no prompting.	Completes 25% less of task/assignment.	Completes 25-50% of task/assignment	Completes 50-75% of task/assignment
11 READING	Points to object when its name is spoken.	Points to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.	Matches [illegible] by shape.	Discriminates between grossly different written words.

vior to the present behavioral characteristic of the pupil. A small "R" and the date
bservation should also be recorded near or on the arrow.

te the BCP chart when pupil relearns previously regressed behavioral characteristics.

ert the one-way arrow into a two-way arrow and redate the last relearned characteristic.

following is a sample of some updated BCP strands on the field test draft of the BCP:

	2.0	3.0	4.0	5.0	6.0	7.0	8.0
						Identifies objects or persons by names.	Responds verbally to questions.
					Maintains eye contact when spoken to or speaking.	Replies to conversational questions inappropriately.	Replies to conversational questions appropriately.
				Says "thank you", "you're welcome" or "please" when reminded.	Says "thank you", "you're welcome" or "please" after some hesitation.	Says "thank you" for compliments/service. Says "please" with requests.	Asks, excuse for interruption.
						Rides tricycle.	
	Starts task/ assignment at beginning of class period.	Starts task/ assignment with no prompting.	Completes 25% less of task/ assignment.	Completes 25-50% of task/assignment	Completes 50-75% of task/assignment	Completes 75-100% of task/assignment	Continues to work/ seeks help w/task when faced w/prob./ potential failures.
	Points to picture of object when its name is spoken.	Matches objects by color.	Matches objects by size.		Discriminates between grossly different written words.	Discriminates between similar written words (e.g. cat and hat).	Identifies consonants.

32.0 Fill in actual date of attainment on the Learner Objectives Worksheet posted in the classroom.

33.0 Determine a new learner objective for the pupil based on the updated chart (Steps 20.0 - 28.0). Look to following increments, skipped increments, and regressed increments for possible relevant objectives.

34.0 Repeat Steps 20.0 -33.0 throughout schooling of pupil.

35.0 Keep records of methods used, noting their success or failure and resources (staff, time, materials equipment) required per method. It is suggested that 5" x 8" index cards be used for this purpose and that the format be similar to the following example:

Strand: Math

Number of objective: #11

Description of objective: Constructs set of 4, 5, 6 ... 10 objects.

Materials: beads

Method: Ask pupil to make a group of 4(5, 6 ... 10)beads.
Reward if correct by letting pupil string beads.

Time to Attain Objective: 4 weeks - 10 minutes daily

Results: Good technique. Very reinforcing for pupil to be allowed to string after success.

Such cards can assist teachers in choosing successful and appropriate methods and materials to achieve a given learner objective. It is hoped that in the future all learner objectives on the Behavioral Characteristics Progression will be linked to several possible methods. From such a listing, the teacher would then select the method most compatible with his time, staff, materials, and expertise limitations (see Component 7.5.5 and 7.5.6).

36.0 Record all suggested alterations with the BCP and its procedures on the BCP Evaluation Forms attached to this component and to the BCP booklet (Component 6.0). Send to:

Richard D. Struck
Santa Cruz County Office of Education
701 Ocean Street, Room 200
Santa Cruz, California 95060

Materials needed:

- Yellow felt-tipped pen
- Other colored felt-tipped pen
- Pen and/or pencil
- One chart per pupil plus a minimum of one extra chart per program for correcting errors (see Step 19.0)
- One BCP Booklet per 6 pupils assessed
- One BCP Procedures per teacher and/or aide

BCP PROCEDURES CHECKLIST

HAVE YOU:

___ 1.0 Printed pupil's name on chart?

___ 2.0 Studied both charts?

___ 3.0 Determined which chart is pupil's primary one?

___ 4.0 Selected strands from non-primary chart to assess?

___ 5.0 Colored in Identifying Behavior circles?

___ 6.0 Completed 1-5 for all pupils?

___ 7.0 Labeled booklet columns?

___ 8.0 Determined available observers?

___ 9.0 Established an observation schedule?

___10.0 Gathered necessary materials?

___11.0 Set up observation situations/ activities?

___12.0 Observed pupil behavior?

___13.0 Determined any needed baselines?

___14.0 Recorded behavioral characteristics?

___15.0 Recorded date(s) of observations in booklet?

___16.0 Verified behavioral characteristics with other observers?

___17.0 Colored in and marked chart?

___18.0 Followed suggestions if charting difficult?

___19.0 Corrected any charting errors?

___20.0 Conducted objectives determination meeting

___21.0 Determined pupil's greatest need areas?

___22.0 Decided on learner objectives for the pupil?

___23.0 Estimated date of objective attainment?

___24.0 Displayed learner objectives on the chart?

___25.0 Prepared Learner Objectives Worksheet?

___26.0 Posted Learner Objectives Worksheet?

___27.0 Conferenced with parents?

___28.0 Posted charts in accessible place?

___29.0 Taught pupil?

___30.0 Observed pupil continually or every two months?

___31.0 Updated the chart?

___32.0 Filled in date of attainment on Worksheet?

___33.0 Determined a new learner objective for the pupil?

___34.0 Repeated Steps 20.0 - 33.0 throughout schooling of the pupil?

___35.0 Kept records of methods used?

___36.0 Recorded alterations to BCP and sent them to the Santa Cruz County Office of Education?

BCP LEARNER OBJECTIVES WORKSHEET

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STRAND NO.	STRAND NAME	NO. & OBJECTIVE	EST. DATE ATTAINMENT	ACT. DATE ATTAINMENT	METHODS/MA

BCP LEARNER OBJECTIVES WORKSHEET

Pupil _____

Teacher _____

School _____

). & OBJECTIVE	EST. DATE ATTAINMENT	ACT. DATE ATTAINMENT	METHODS/MATERIALS/COMMENTS

BCP PROCEDURES EVALUATION FORM

Re
Ti
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STEP NO.	COMMENT/SUGGESTION/ALTERATION
(e.g.,12.0	75% incidence level too high--my pupils perform at 60% at best)

Please fill out and forward to: Richard D. Struck
Santa Cruz County C
701 Ocean St., Room

BCP PROCEDURES EVALUATION FORM

Respondent_____

Title _____

District/County_____

COMMENT/SUGGESTION/ALTERATION
idence level too high--my pupils perform at 60% at best)

Please fill out and forward to: Richard D. Struck
Santa Cruz County Office of Education
701 Ocean St., Room 200, Santa Cruz, Calif. 95060